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ABSTRACT

This report discusses a project to facilitate and enhance fulfillment of legislated authorities and requirements for meeting career guidance program needs. Chapter 1 lists its four aims: analyze pertinent federal and state legislative provisions, identify competencies needed by guidance personnel to effectively conduct a comprehensive career guidance program, develop competency-based training materials, and train guidance personnel in use of materials. Chapter 2 presents procedures used, by the twelve major and two administrative objectives: (1) identify and characterize legislation; (2) identify competencies required of personnel; (3) identify, select, and describe existing career guidance program material resources; (4) develop and disseminate general audience project brochure; (5) develop project training materials; (6) identify support materials; (7) pilot test training and support materials; (8) conduct national training workshop; (9) conduct four regional training workshops; (10) conduct state-level training workshop; (11) conduct national dissemination workshop; (12) evaluate project effectiveness; (13) utilize national advisors and consultants; and (14) prepare reports. Evaluation of regional workshops and state-level workshops is summarized in chapter 3. Chapter 4 discusses conclusions within the context of each separate objective. Recommendations made in chapter 5 are clustered into six categories: pre- and inservice for guidance personnel, certification, testing of competency materials in varied settings, future use of trained trainers, and materials dissemination. (Appendixes are contained in Volume 2--see note.) (YLB)

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VOLUME I

Final Report

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The National Center for Research
in Vocational Education

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Legislative Provisions for the Improvement of Guidance Programs and Personnel Development

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CHAPTER I

Introduction

The Education Amendments of 1976 (P.L. 94-482) and other federal and state legislation emphasize the need to make career guidance programs, services and activities both more accessible and more effective in meeting the career development needs of persons of all ages in all settings. In recent years, local, state and federal levels of government and other agencies have attempted to improve career guidance activities. Efforts have been made to model, and to improve the planning for, comprehensive guidance systems and to develop and implement responsive materials and methods for delivery of career guidance.

This project, "Legislative Provisions for the Improvement of Guidance Programs and Personnel Development," was designed to facilitate and enhance the fulfillment of the legislated authorities and requirements for meeting career guidance program needs. The four major aims of the project were to--

1. analyze pertinent federal and state legislative provisions,
2. identify competencies needed by guidance personnel to effectively conduct a comprehensive career guidance program,
3. develop competency-based training materials,
4. train guidance personnel across the country in the use of the materials.

The implementation of this project facilitated the potential for more aware, skilled and prepared career guidance personnel. Within the project, career guidance program descriptions were related to legislative provisions. This allowed guidance personnel to more fully understand the intent and potential of the legislation for professional renewal and program improvement.

The project also provided over thirty competency-based training modules that are useful in any setting where career guidance is provided.

Over 600 individuals, representing each state plus the District of Columbia and Puerto Rico, were served by the project. They received training in the project materials and trained other persons in their state and/or implemented career guidance programs. Thus, it has been concluded by project staff and other professionals that the project's effect on the field of career guidance has been positive and progressive.

This report will discuss in detail the methodology used and success in achieving all objectives of the project, evaluation of the project's impact, conclusions and recommendations.

The project was conducted by the National Center for Research in Vocational Education and its subcontractors, the American Institutes for Research, the American Personnel and Guidance Association and the American Vocational Association.

CHAPTER II

Methodology and Procedures

The objectives of the project were attained by completing twelve major tasks (or objectives) and two administrative ones. The major tasks were as follows: (1) identify and characterize relevant federal and state legislation, (2) identify competencies required of career guidance program personnel, (3) identify, select and describe existing career guidance program material resources, (4) develop and disseminate a general audience project brochure, (5) develop project training materials, (6) identify support materials, (7) pilot test training and support materials, (8) conduct a national training workshop, (9) conduct four regional training workshops, (10) conduct state level training workshops, (11) conduct a national dissemination workshop and (12) evaluate the effectiveness of project. The administrative tasks addressed receiving input from advisors and consultants and report writing.

Because of the complexity of this project and the broad range of methodologies employed to reach the various objectives, the remainder of this chapter will present, by objective, the procedures used. The Work Flow Network and the Work Breakdown Structure provide an overview of the project's activities (Appendixes 1 and 2).

Objective 1: To systematically identify and characterize the relevant provisions of titles P.L. 94-482 and other selected federal and state legislation affecting guidance.

Eleven pieces of federal legislation were analyzed by the American Personnel and Guidance Association (APGA) to determine their relevance to career guidance. The following educational and non-educational laws were

identified as ones most useful to review:

- Education Amendments of 1976 and 1978
- Comprehensive Employment and Training Act
- Education for All Handicapped Children Act
- Wagner Peyser
- Rehabilitation Comprehensive Services and Development Disabilities Act
- Older Americans Act
- Career Education Incentives Act
- Full Employment and Balanced Growth Act
- National Health Planning Resource Development Act
- Juvenile Justice and Delinquency Prevention Act

Six individuals, who have a working knowledge of guidance legislation, reviewed the selected laws. (Many of these persons have been involved with the APGA Government Relations Committee.) Each person was given one to two pieces of legislation to review and report on according to a prescribed format which included narrative and graphic components. The narrative summary contains information on the purpose of the law, the general relationship of the law to guidance and counseling, the overseeing agency, summary of significant sections and a summary and conclusions. A matrix was devised that displays how each law relates to specific areas of the guidance program and to specific population settings and guidance personnel. While each module contains a sample narrative description and analyses matrix the complete set of information obtained from this analysis was placed in a module on legislation (B-4 Legislation) that was developed to explain how guidance personnel can better use legislation. In addition, the appropriate matrix is contained in each competency-based module. (The discussion of Objective 5 describes the project-developed, competency-based modules.)

The American Vocational Association (AVA) had responsibility for analyzing state legislation to determine what provisions states allow for career guidance. Twelve states were selected as exemplary states based upon their past achievements in addressing career guidance concerns in their legislation. The states were California, Florida, Georgia, Illinois, Indiana, Kentucky, Michigan, Missouri, North Carolina, Ohio, Texas and Wisconsin. One state department of education representative from each of these states was invited to a two-day working meeting at the National Center. During this time, they received an explanation of the project's purpose and detailed instruction on how they were to analyze appropriate pieces of state education and non-educational legislation. They were to develop a narrative summary similar to those developed for the federal legislation. All state analyses and data summaries were placed in the module on legislation. (B-1).

Objective 2: To identify planning, developing, implementing and evaluating competencies required of guidance program personnel.

The American Institutes for Research (AIR) helped compile a list of over 220 competency statements that relate to career guidance programming. Prior to the start of the competency identification process, a conceptual base was developed which contained three dimensions--(1) target groups, (2) program development procedures and (3) client outcomes. This base served as an initial framework for classifying competency statements. An extensive literature review of 137 sources was conducted (see Appendix 3). The review revealed competency statements for forty of the forty-two content areas identified in the conceptual base. The two areas which were void were "Utilizing Legislation" and "Providing Client Advocacy." To fill these voids, a series of "critical incident" interviews were conducted. Eleven professionals (six in legislation and five in client advocacy) were interviewed over the telephone and they provided staff with a total of thirty-four critical incidents

and a listing of suggested competencies. This information was reviewed and sets of competency statements were developed.

Competency statements for all forty-two areas were critiqued according to seventeen criteria for writing competencies and assessing their quality. (See Appendix 4) The statements were modified when necessary to meet the criteria.

The package of competency statements was then reviewed by six consultants and project staff. They provided input on the completeness and clarity of the statements. After receiving information from this review, project staff finalized the competency listing and submitted it to the project officer. During the finalization process, it was determined that the concept of how to comply with public policy was not appropriately addressed. Competency statements were developed for this new area which was titled Administrative Mechanisms. Appendix 5 contains a listing of the competency statements and a brief description of the forty-two content areas.

The competency statements that were derived as a result of this objective were used as the framework for development of the modules (objective 5).

Objective 3: To identify, select and describe existing career guidance program resource materials in relationship to competencies required of career guidance personnel.

The National Center for Research in Vocational Education was responsible for completing this objective. A major search of agencies and individuals was conducted to identify existing career guidance resource materials. The following groups were identified as ones that might have the appropriate materials: 109 federally funded vocational education projects, 227 federally funded career education projects, 200 state department of education personnel, commercial publishers, 188 businesses and industries (or related associations), 100 CETA prime sponsors, 50 employment security agencies, 109

correctional institutions and 480 agencies that address persons with special needs. All of these groups were contacted and requested to provide information on available resources that would assist guidance personnel to plan, support, implement, operate and evaluate career guidance programs. (See Appendix 6 for a sample request letter.)

As a result of this search, over 300 products were obtained, reviewed and abstracted. The abstracts were organized according the modules' content areas (Objective 5).

Project staff used the information from this search for two purposes. The five to ten best documents for each module area were provided to the module author for use during module development (Objective 5). The abstracts of the five most useful documents for each module area were placed into a resources section for the appropriate modules.

Objective 4: To develop and disseminate a general audience project brochure and information methods.

A fact sheet on the project was developed by staff at the National Center. The project, including its support, organization, purposes and expected outcomes, was described in the four-page fact sheet (Appendix 7 . Approximately 10,000 copies were printed. The major portion of the copies were disseminated to agencies representing the target audience of the project. The remainder were used by staff at presentations of the project.

In addition, information on the project was disseminated in newsletters of the project agencies. These articles were more brief than the fact sheet and described key aspects of the project.

Objective 5: To develop project training handbook.

The original intent of this objective was to develop a handbook on establishment of a competency-based career guidance program. However, as

staff conceptualized the project, it was decided that a series of competency-based modules would be a more efficient training tool than one training handbook. Staff determined that the competency-based modules would provide direct and specific assistance to the users. Since forty-two competency areas had been developed, it was first decided that a module would be developed for each area. After furtner study of the competency areas, a number were combined to form thirty-one areas. (See Appendix 8 for a complete listing.)

Due to the somewhat limited size of the project's staff, the modules were developed with the assistance of twenty-six consultants. These persons were selected based upon their expertise in specific content areas and past experience in development of similar modules.

The authors were provided module development guidelines (Appendix 9), a sample module and resource materials. Also, each author worked with a project staff member who served as their contact person. Each contact person coordinated the writing efforts of a group of consultants. This approach was taken to help ensure consistent format and writing styles. After completion in draft form, the modules were pilot tested (Objective 7) and a revision plan was developed for each reviewed module. Project staff and two consultants revised the modules and then shared the results with the prime authors.

Objective 6: To develop and package training support materials.

Support materials to be used in conjunction with the competency-based modules included a trainer's manual, motivational slide-tape presentation and existing publications.

The trainer's manual was developed as a support document for persons involved in the training objectives of this project (Objectives 8, 9, 10). The APGA training coordinator decided that the trainers could benefit from

a document which would provide them with assistance when training others on the project. The manual contains training sessions, along with back-up information on the project.

The AVA had responsibility for the development of the motivational slide-tape presentation. A group of guidance experts, a commercial artist, and AVA project staff met and conceptualized the content of the slide-tape presentation. The draft was developed and shown to four groups--the conceptualization panel, project staff, pilot testers (Objective 7) and the project's national advisory committee (Objective 13). All groups provided revision suggestions. The product then was revised and finalized with the assistance of the project officer. (See Appendix 10 for the script of the presentation.)

The other major set of materials that support the modules are those selected from existing and available resources. Project staff identified and included six resource items in the training package. They are listed below.

- Sugar and Spice Is Not the Answer: A Parent Handbook on the Career Implications of Sterotyping by the National Center for Research in Vocational Education
- Position Paper on Career Development by the National Vocational Guidance Association and the American Vocational Association
- Solving the Guidance Legislative Puzzle by the Guidance Division of the American Vocation Association and the American Personnel and Guidance Association.
- Career Resource Centers by the National Center for Research in Vocational Education
- Career Development Theory by the American Institutes for Research
- Programs of Career Guidance, Counseling, Placement, Follow-up and Follow-through by the ERIC Clearinghouse for Adult, Career, and Vocational Education and the Guidance Division of the American Vocational Association

These items were selected because of their direct relationship to the content and competencies in the modules.

Objective 7: To pilot test handbook and training materials.

The modules, trainer's manual and slide-tape went through a pilot test. The test was actually an intensive review of the materials in a structured situation (see Appendix 11 for a description of the pilot test design). Twenty-five modules were ready for pilot test review.

A group of twenty-four participants and five alternates from the greater Washington, D.C. area made up the pilot test group. These individuals represented many of the project's target groups, local guidance practitioners, local guidance supervisors, counselor educators, vocational educators, association leaders, career education specilists, school administrators, business and industry, parent groups, teachers, vocational rehabilitation personnel and CETA personnel. (See Appendix 12 for a listing of these individuals.)

The pilot test occurred on August 17 and 24, 1979. The pilot test design was followed closely. The group met for one full day in Washington, D.C. During this time, they received an overview of the project, were trained in how to review the modules plus trainer's manual, were given their assigned modules and reviewed and critiqued the slide-tape presentation. The group members spent the next week reviewing the modules on their own and returned for a second, one-half day session. At this time, they provided project staff with verbal and written feedback on the modules. Pilot test scores, analysis and plans were developed for each reviewed module. Appendix 13 contains a sample of the analysis and revision plan.

AVA developed an evaluation report of both pilot test sessions (see Objective 12). In summary, the whole test was perceived positively by the participants. Some confusion was caused by the fact that not all modules were ready for review at the time of the pilot test.

Objective 8: To conduct national workshop.

The training component of the project was designed so that a national

group of trainers, trained by project staff, would conduct regional workshops and that the people involved in the regional workshops would train individuals in their states. The focus of the training would be the project's competency-based modules (Objectives 8-10). APGA was responsible for the entire training effort.

The criteria for national trainer selection were: (1) expert in the field of career guidance, (2) expert in training, (3) knowledgeable of legislation and (4) representative of a state agency, university or other group, private business or industry, Department of Labor, professional association. The resumes of potential trainers were reviewed and twelve individuals were selected. The group was divided into four teams of three persons each. One team was assigned to each of the APGA regions (North Atlantic, Southern, Midwestern and Western). Care was taken to ensure diversity among the team members. The names of the national trainers are contained in Appendix 14.

The national workshop was conducted November 1-3, 1979 in Washington, D.C. by project staff. During this time, the project's purposes and goals were explained, the expectations for the trainers outlined and the project materials were presented. A major portion of time was spent by each team developing a training action plan. The plans described how the teams planned to conduct their two and one-half day regional workshops. A workshop agenda is contained in Appendix 15.

The national training workshop was evaluated (see Objective 12). Overall results were positive, but some confusion was caused by lack of availability of all project materials. (This was created by printing and development delays.)

Objective 9: To conduct four regional workshops.

The four regional workshops to train regional trainees (state captains and co-captains) were held in January and February, 1980. Table 1, on the

following page provides a summary of workshops, locations, trainers and number of trainees who participated (see insert).

The main purpose of the regional workshops was to enhance the training competencies of the regional trainees and to help them plan their own state workshops. The training plans and agendas, which describe the contents of each of the regional workshops, appear in Appendix 17. As the plans indicate, each of the workshops took a slightly different twist in keeping with the styles of the trainers and the backgrounds and needs of the trainees. However, all of the regional workshops (as well as the state workshops described in Objective 10) included, as a minimum, at least an introduction to the following:

1. Project overview--scope and goals of the Legislative Provisions Project and, to some extent, the Guidance Team Training Program (sequel project)
2. Components of a comprehensive, community-based career guidance program
3. Review of contents of key learning modules and slide-tape presentation developed for project
4. Relationship of federal and state legislation to comprehensive career guidance programs
5. Sharing of participants' individual interests, backgrounds and resources
6. Development of training action plans for carrying out the next step in the project

Many of the workshops also focused on obtaining funding for collaborative career guidance programs.

INSERT

The selection process of regional trainers was extensive. Persons self-nominated themselves to be trainees after learning of the project through the fact sheet (Objective 4) and special flyers (see Appendix 16). They provided project staff with a resume and additional information on their desire to be involved with the project. This information on each potential regional trainee was arranged by state. The qualifications of each potential trainee were reviewed against the established criteria (knowledge of career guidance training, availability and familiarity with legislation). The top two individuals for each state were identified as the tentative regional trainees. These persons were contacted and requested to participate in the appropriate regional workshop. Alternates were selected, whenever possible, for persons unable to participate.

TABLE 1

REGIONAL WORKSHOPS

Region	Dates	Trainers	No. of Regional Trainers
Southern	1/11-1/13/80	Jim Preston John Dagley Jane Razeghi	26
Midwestern	1/18-1/20/80	Mary Kosier Dave Williams Carol Kimmel	28
North Atlantic	1/25-1/27/80	Bill Cauley Jo Hayslip Linda Phillips-Jones	19
Western	2/8-2/10/80	Al Slawson Dick Lutz Marlys Hansen	23
		Total Trained	96

TABLE 2

STATE WORKSHOPS

(As of 6/30/80)

SOUTHERN REGION - 14 STATES

State	No. of Workshops		Date of Workshop(s)	No. of Trainers	No. of Trainees
Alabama	1		3/21-22/80	1	5
Arkansas	1		4/4-5/80	1	4
Florida	1		3/14-15/80	2	11
Georgia	2	#1	3/9/80	1	5
		#2	3/15/80	1	6
Kentucky	1		4/9/80	2	10
Louisiana	1		3/19-20/80	2	4
Maryland	1		3/21/80	2	9
Mississippi	1		6/7/80		5
North Carolina	1		3/14-15/80	3	9
South Carolina	1		5/5/80	1	3
Tennessee	1		3/12-13/80	1	?
Texas	1	#1	3/21-22/80	2	5
Virginia	1		3/1-2/80	3	12
West Virginia	1		3/12-14/80	2	7
	15			25	105

TABLE 2, Continued

MID-WESTERN REGION - 13 STATES

State	No. of Workshops	Date of Workshop(s)	No. of Trainers	No. of Trainers
Illinois	1	3/24-25/80	1	5
Indiana	1	3/13-14/80	3	14
Iowa	1	3/14-15/80	3	4
Kansas	1	5/10-11/80	1*	3
Michigan	1	2/29-3/1/80	4	16
Minnesota	1	3/10-11/80	2	19
Missouri	2	#1 4/9-10/80	2	10
		#2 5/29/80		7
Nebraska	1	3/27-28/80	1	5
North Dakota	1	Delayed **	1	2
Ohio	2	3/8-3/9/80	2	8
		3/4-15/80	1	5
Oklahoma	1	3/3-4/80	1	5
South Dakota	1	3/20-21/80	2	4
Wisconsin	1	3/11-12/80	2	10
	15		26	117

* Workshop conducted by National Trainer substitute who is not counted in total number of trainers.

** Delayed due to illness of participants.

TABLE 2, Continued

NORTH ATLANTIC REGION - 12 STATES

State	No. of Workshops		Date of Workshop(s)	No. of Trainers	No. of Trainees
Connecticut	1		3/22-23/80	1	5
Delaware	1		4/25-27/80	1	5
Dist. of Columbia	1		3/7-8/80	2	5
Maine	1		3/12-13/80	2	8
Massachusetts	1		4/12-13/80	2	10
New Hampshire	1		6/19-20/80	2	12
New Jersey	1		3/14-15/80	2	10
New York	3	#1	3/21/80	1	4
		#2	4/12/80	1	1
		#3	4/27/80	1	6
Pennsylvania	2	#1	4/9/80	2	10
		#2	4/19/80	1	4
Puerto Rico	1		2/24-25/80	1	5
Rhode Island	1		3/22-23/80	1	5
Vermont	1		5/9-10/80	1*	8
	15			20	98

* Workshop conducted by National Trainer substitute who is not counted in total number of trainers

TABLE 2, Continued

WESTERN REGION - 13 STATES

State	No. of Workshops	Date of Workshop(s)	No. of Trainers	No. of Trainees
Alaska	1	4/14-15/80	1	4
Arizona	0		2	0
California	1	4/12-13/80	4	17
Colorado	1	4/8-9/80	2	4
Hawaii	1	4/4-5/80	2	14
Idaho	1	5/12-13/80	1	8
Montana	1	3/28-29/80	1	5
Nevada	1	4/19/80	1	5
New Mexico	1	3/15-22/80	1	5
Oregon	1	6/27/80	12	7
Utah	1	3/31/80	2	9
Washington	3	#1 3/14-15/80	1	5
		#2 4/11/80	1	6
		#3 4/12/80	2	8
Wyoming	1	4/18-19/80	1	4
	14		28	102

The APGA training coordinator for the project attended each of the four workshops in order to present the project overview, assist trainers and trainees with training activities and collect evaluation data.

Generally, all workshops were perceived positively, even though each group brought with it a set of questions and concerns. Lack of time and all of the modules were two common complaints.

Objective 10: To conduct state level workshops.

The persons trained at the regional workshops became state captains or co-captains and trained a team or teams within their own teams. At least five persons from each state, the District of Columbia and Puerto Rico (with an average of ten per state) were to be trained at the state workshops.

The selection of state team members was similar to that of the regional trainees (state captains or co-captains). Each potential team member was requested to provide project staff with a resume and information on their involvement in career guidance, training and legislation. In states where team members were still needed after the regional workshops, the state captains were asked to assist in the identification process.

Table 2 summarized the state workshops by regions, including the number of workshops, dates held and the number of state team members (trainees) trained. The names, addresses and telephone numbers of all trainers/trainees (state captains and state team members) appear in Appendix 18.

The structure and format of the state workshops varied, depending upon the training plan designed at the regional workshops, but all were to be equivalent to two and one-half days in length. In most cases, when there were two or more regional trainers in a state, the trainers brought their teams together and conducted one large workshop at a central location. In a few states with multiple teams, however, separate workshops were held.

Although they were given the option of combining, states with single teams all had separate workshops.

The state workshops were held in a variety of settings: trainers' homes; conference rooms in business establishments; college and university meeting rooms; private research and development centers; hotels/motels/mountain lodges; state government offices; a PTA headquarters; a bank community room; and at least one public library.

Different training designs and strategies were used by the trainers, including the following:

- Training held on weekends/Training held on weekdays
- Sessions conducted over two consecutive days/Sessions conducted on two split days (e.g., a Friday and the following Friday)
- Materials sent in advance/Materials distributed at the workshop/No materials at all
- Use of sample community simulation activity provided/Use of simulation tailored to state/No simulation
- Presentation of modules by trainers/Presentation of single module by each trainee
- Guest presenters/No guest presenters
- Development of one group action plan/Development of plans by pairs or individuals
- Participants stay overnight at training site/Participants commute
- Expenses supplemented from state funds

The state trainees' formal commitment with the project ended after they attended the state workshop. However, many made plans to conduct workshops and other activities anyway.

One of the most heartening aspects of the project was the way that many participants went beyond the expectations of project staff to do additional tasks. Here are some examples:

- Several trainees are continuing to meet as teams to work on funding proposals and/or to make a series of presentations to community groups on the topics of the project.

- o A few state trainers have decided to order entire sets of the modules for their organizations
- o Several trainees are becoming involved--for the first time--in utilizing legislation for career guidance programs

The official evaluation of this project is being conducted by the American Vocational Association (Objective 12).

Objective 11: To conduct a national dissemination workshop.

Two national dissemination workshops were conducted. Each was held one day prior to a national convention (American Vocation Association, November 30, 1979 in Anaheim, California and American Personnel and Guidance Association, March 26, 1980 in Atlanta, Georgia). The two workshops were similar in design and purpose, so they will be discussed together.

Invitational letters and pre-registration forms were sent to individuals representing state departments of education, large city school districts guidance departments, intermediate educational agencies, CETA prime sponsors, employment security agencies, legislative groups, business and industry and professional organizations (AVA Guidance Division and the National Vocational Guidance Associations). (See Appendix 19 for a sample invitation.)

In order to facilitate the planning, evaluation and coordination of the workshops, project staff worked with the National Academy for Vocation Education, a part of the National Center. This allowed project staff more time to address content concerns of the workshop.

The workshops were designed to involve the participants and various modes of presentations were used. Appendix 20 contains the agendas of both workshops. Approximately thirty people attended the pre-AVA convention workshop and approximately fifty individuals participated in the pre-APGA convention session. In both cases, the information presented was generally well-

received; however, there was some disappointment on the part of participants due to the lack of material availability.

In addition to workshop presentations, project staff also provided shorter versions of the dissemination workshops as part of the regular convention programming. Each of these sessions was attended by approximately twenty persons. The following table presents the type and number of persons who were recipients of the project's overall dissemination activities.

Profile of Project Dissemination

	Method of Dissemination		Number of persons
1.	Distribution of project newsletter		10,000
2.	Responses to letters		560
3.	Responses to in-coming phone calls		200
4.	Pre-AVA Convention workshop		30
5.	Pre-APG Convention workshop		50
6.	News release CEDAR Newsletter		Unknown
7.	AVA Guidance Division Newsletter		25,000
8.	APGA Newsletter - Guidepost		40,000
9.	NVGA Newsletter		8,000
10.	National Center - CENTERGRAM		25,000
11.	State conferences, workshops, and conventions	Subtotal	108,840
	· Pennsylvania (1 day)		130
	· Pennsylvania (2 days)		50
	· Texas (1 day)		1,200
	· Texas (4 days)		60
	· West Virginia (4 days)		25
	· North Carolina (1 day)		160
	· Ohio (1 day)		35
	· New Jersey (1 day)		100
		Subtotal	1,760
12.	Presentation at National meetings		
	· AVA Convention (2 1/2 hours)		40
	· APGA Convention (2 1/2 hours)		48
	· National Manpower Institute Workshop (2 days)		40
	· Denver III (3 days)		350
	· National Governors Association Advisory Committee		14
	· General Electric Summer Guidance Institute (2 days)		22
		Subtotal	534
13.	Briefings		
	· USOE/BOAE		5
	· NVGA Board Representative		6
	· Department of Labor, CETA		3
	· NOICC		3
	· Office of Career Education		2
	· Office of Elementary and Secondary Education		1
	· International Apprenticeship Advisory Committee		22
	· National Center for Research in Vocational Education National Advisory Committee		20
	· National Alliance for Postsecondary Vocational Education		25
		Subtotal	90

14. International briefings

Over the period of two years we have presented our project to representatives from the following countries:

· Japan	- 4	· England	- 14
· Puerto Rico	- 2	· Russia	- 7
· Phillipines	- 1	· Canada	- 2
· Australia	- 2	· Denmark	- 1
· Germany	- 4	· Norway	- 1
		Subtotal	40

15. State representative briefings on Request

· Montana	- 1	· Washington D.C.	- 1
· Iowa	- 1	· Idaho	- 1
		Subtotal	4

16. Material availability brochure distribution Subtotal 620

Total 111,908

In essence we communicated with over 111,000 persons who expressed interest in what we were accomplishing.

30

Objective 12: To evaluate effectiveness of project processes and products

Project evaluation will be fully covered in Chapter III, "Evaluation Activities and Results."

Objective 13: To utilize national advisors and consultants

A National Advisory Committee assisted project staff throughout the duration of the project. Appendix 21 contains a listing of committee members. These nine persons could speak for the key populations which the project was designed to assist. They met twice during the project. Appendix 22 contains the minutes of those meetings.

Consultants were involved at various points throughout the project. References to the activities in which they participated are made in the appropriate objectives.

Objective 14: To prepare quarterly, annual, and final reports for USOE.

Four quarterly reports and one annual report were submitted to USOE during the project. This final report represents the completion of the objective. In addition, twenty-three monthly deviation reports were submitted to the sponsor by the consortium director.

CHAPTER III

Evaluation Activities and Results

Under the National Center's contract with the American Vocational Association (AVA) a very complex evaluation design was carried out. Evaluations regarding the pilot test and National Training Workshop were presented earlier in this report. This evaluation report centers on the regional workshops and state level workshops. The following is a summary of the overall evaluation report prepared by AVA.

Introduction

Dr. Jane Howard-Jasper, of APGA, was responsible for the design and management of the training for the regional and state trainers. Dr. Linda Phillips-Jones was contracted by APGA to oversee the training of the state trainers. AVA designed the evaluation forms for the national trainers' workshop, and American Institutes for Research (AIR) designed the evaluation forms used at the state and local levels--the forms compiled and analyzed in this report.

Procedures

In order to assess the impact of this project's materials and processes, five evaluation forms were developed to be completed by training participants. Thus, an important note at the outset is that this evaluation, essentially, is based upon the responses of participants who conveyed, through forms, their judgements about their project experiences. This evaluation is a compilation and synthesis of the responses of participants since, at this time, it is impossible to determine the project impact on communities in terms of career guidance programs.

Copies of the five forms are attached. They include:

1. Participant Information Summary--seeking demographic information such as sex, ethnicity, experiential information relative to training, legislation, education and positions held;

2. & 3. Competency Survey for Training Teams (Pre and Post)--assessing present competencies and perceiving importance of competencies relative to career guidance programs (thirteen competency statements);

4. Training Process Review Form--seeking participants' reactions to the content materials, instructional methods, workshop leaders, overall (positive and negative) reactions and recommendations; and

5. Checklist for Assessing Training Action Forms--assessing the degree to which each of five criteria were met in the preparation of action plans to implement career guidance programs in communities. The five criteria were training objectives, training activities, task assignments, implementation details and evaluation strategies. Participants also gave their overall ratings of the plans.

The American Vocational Association provided all trainers with appropriate numbers of forms and self-addressed envelopes in which the completed forms were returned to AVA headquarters. With the assistance of a data processing company, the responses to each item on each form were tallied by hand. Since insufficient numbers of variance and individual pre and post comparisons, as originally planned, were impossible to perform, aggregate numbers are reported. Many forms were incomplete.

Totals returned were:

1. Participant Information Summary--372
2. Pre Competency Survey--420
3. Post Competency Survey--350

4. Training Process Review--380

5. Checklist for Action Plans--70

Summaries of Forms/Data Returned

Participants: Appendix 23 includes an overall summary of the participants nationwide as well as a breakdown of participants in each of the four regions. As noted, an even split of males and females participated, mostly Caucasians (296). A sizable majority of the participants held the masters (214) and doctoral (104) degrees. Most (214) had had "extensive experience" in training, and many (189) had had "extensive experience" in learning about career guidance and helping to develop one or more programs. Fewer (84) had had "extensive experience" in legislation, while 101 had "average experience" in that area. A large number were either heavily (178) or moderately (124) involved in helping to improve career guidance programs. A summary of current positions held follows:

115 - primary guidance practitioner/counselor
93 - secondary guidance practitioner/counselor
95 - primary counselor educator/staff developer/professor
56 - secondary counselor educator/staff developer/professor
95 - primary state/federal government administrator
15 - secondary state/federal government administrator
36 - primary homemaker
41 - secondary homemaker
38 - primary private consultant
71 - secondary private consultant

Thus, a general summary can be drawn of participants as having had advanced education and currently practicing in some aspect of guidance and counseling. Overall, and by region, the participants were primarily white and experienced in guidance training and programs. Very few general community and lay people participated.

Pre Competency Form: Appendix 24 indicates the results of 420 pre tests returned. Since this number is much higher than the number of participants'

forms received, we must conclude that some of the people who filled out these forms did not subsequently attend the workshops. Significant from the returned forms was the fact that 113 were not competent and 132 were minimally competent in describing in detail the goals, activities and participants of the project; 129 were not competent and 95 were minimally competent in explaining the general content of the project's training materials; 107 were not competent and 116 were minimally competent in identifying the major components of the project's planning-action model for comprehensive career guidance programs. Most thought they were very competent or exceptionally competent in the other ten categories. Also, most thought that it was fairly important or very important for change agents to improve their level of knowledge, attitude or skill in terms of the competency statements.

From the above, it can be concluded that it would have helped many participants if they had known more about the project and its objectives before the workshops--if they had received more information on the project. Several of the pre forms contained questions regarding the program and what was expected of them. Some of the participants did not reply to all the questions; therefore, the numbers vary.

Thus, in an overall sense, the participants can be seen, before the training, as relatively competent in the major skill areas of planning, supporting, implementing, operating and evaluating; however, as would be expected, they felt relatively incompetent in terms of this particular project--its objectives and procedures.

Post Competency Form: A total of only 350 forms (70 less than the pre forms) were received. These forms indicated that less people were not competent or minimally competent in describing the goals, activities and participants of the project, explaining the general content of the project's training

materials and identifying the major components of the project's planning-action model. However, there were some who indicated at the bottom of the form that they were still not sure as to the project's goals or what was expected of them.

Although there were less post forms than pre forms, more people indicated "not competent" on the post forms in several categories. These were: identify possible training needs (13-15); develop local guidance program implementation plan (21-26); implement select career guidance program activities (20-25); and evaluate career guidance program (19-25).

Other categories had the same number of people stating "not competent." These were: Write paragraph description on training techniques (18); Develop training action plan (26); and Operate career guidance program (29). However, by prorating the post forms to the number of pre forms, these figures would be much higher (16%). In general, on the post forms the importance of change agents improving their level of knowledge, attitude or skill in terms of the competency statements was rated fairly important or very important.

Appendix 25 indicates the overall and regional responses on the 350 post tests returned.

Comparison of Pre and Post Forms: A valid comparison of the pre and post forms is difficult due to the 16% decrease in the number of post forms received. In order to review these figures in the fairest manner, two sets of comparisons were made. In Appendix 26, Charts 1 and 2 offer the comparisons by prorating the post forms (adding 16% of the pre forms to the post forms). Chart 3, Appendix 26, shows a straight comparison of figures for each of the thirteen items.

By prorating, Chart 1 of Appendix 26 shows a substantial increase in people who were "less competent" after the workshop: 38.46% in identifying

possible training needs; 27.77% in writing a paragraph description of the training techniques; 26.92% in developing a training action plan; 47.36% in developing local guidance program implementation plan; 57.14% in planning a career guidance program; 50.00% in implementing select career guidance program activities and 27.58% in operating career guidance program. When taking the "not competent" and "minimally competent" together, the picture looks better. There were slight increases for those in planning career guidance programs (2.85%), implementing select career guidance program activities (6.52%), operating career guidance programs (5.20%) and evaluating career guidance programs (1.83%).

Thus, on a prorated basis, by building in a projection factor, the workshops did not do much to improve the competencies of those who were not, or minimally, competent. This would be true for at least those who were not competent at all.

In a straight comparison of forms returned (Chart 3 of Appendix 26), the number of "not competent" indicators stayed the same or actually increased after training in items 3, 5, 6, 9, 11, 12, and 13--more than half of the competencies. However, in combining actual returns for "not competent" and "minimally competent," the numbers decreased as a result of training in all cases.

The results are much more positive among those who initially rated themselves as "very competent" or "exceptionally competent." More participants marked these two levels in all categories after the workshops. The increase among the "exceptionally competent" was especially significant.

As indicated on Chart 2 of Appendix 26, on a prorated basis, increases were especially high in expressions of competence in areas including: ability to describe objectives of project (72.44%); ability to explain content of

training materials (53.33%) and ability to identify major components of the planning-action model (68.68%).

On the straight figure comparison (Chart 3 of Appendix 26), increases as well as decreases in competency were exhibited. Increases occurred in areas such as describing the project, summarizing the major features of planned change, explaining the content of training materials, identifying the major components of planning-action models and planning career guidance programs. However, decreases in competencies appeared in identifying possible training needs and implementing, operating, and evaluating career guidance programs.

Comcerning participants' perceived importance of change agents improving their level of competencies, actual numbers of returns (not prorated) indicated less importance after the workshops. And, when prorated, the difference is even larger. A decrease in perceived importance was indicated for competencies such as describing the objectives of the project (unimportant pre 4 and post 22; very important pre 241 and post 192), writing training action plans (unimportant pre 9 and post 21; very important pre 273 and post 230) and planning a career guidance program (unimportant pre 21 and post 24; very important pre 309 and post 223). Other categories showed similar responses.

Training Process Review Form: Appendix 27 indicates participants' scale ratings in areas including content material, instructional methods, workshop leaders/trainers and general reactions. "Open-ended" questions were answered concerning recommended improvements, useful aspects of the workshop, bothersome aspects and an overall rating.

As can be seen by the figures, the workshops were generally rated quite positively--stimulating and valuable. Small group discussions, group demonstrations and question and answer periods were especially effective. Leaders were well prepared, easily understood, organized, concise, enthusiastic, group

effective and motivating. While most participants felt they had acquired new knowledge and were glad they attended, most also felt that the workshops could be improved.

Recommendations for improvement by participants included:

- Communicate regularly with us
- Send us all the materials prior to workshops
- Written material might be better if consolidated and indexed
- More time for the workshop
- Fewer trainers for small groups
- Much more resource sharing between participants
- A clear-cut definition of where we are going and if a need exists for this effort, based on facts and survey information

Useful things learned included:

- New and innovative ideas
- The scope and purpose of career guidance programs
- Usable, workable, manageable materials
- Meeting and mixing with other career guidance personnel
- That there is a national effort to spotlight career guidance on a community-wide basis
- The concern and involvement by other group members
- Insight in group dynamics

The overall rating of the workshops tended toward excellent.

Checklist for Assessing Training Action Plans: Only seventy some forms were returned. Five criteria were being used to assess training plans. These were training objectives, training activities/methods, task assignment, implementation details and evaluation strategies. Most of the participants who returned this form indicated for all five criteria that three or four standards

were met.

Regional Breakdown: The workshops were also analyzed by the following regions:

North Atlantic - Connecticut, Delaware, Washington D.C., Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Puerto Rico

Southern - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia

Midwest - Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebrasks, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin

Western - Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming

Participants were divided by regions as follows: Western 87 (48 female, 39 male); North Atlantic 77 (41 female, 36 male); Southern 109 (47 female, 62 male); and Midwest 99 (49 female, 50 male). With the exception of not enough time available and whether or not the workshops needed improvement, there is very little difference by region compared to the summary of the four. Participants in the Western region were most critical; twenty said there had not been enough time and sixteen said the workshop needed improvement.

In all, however, little variation resulted among regions. (See Appendices for regional breakdowns.)

General Observations About the Training Workshops

In attempting to assess the effectiveness of the training workshops in light of the objectives of the project and based upon the evaluation forms returned, a number of questions arise.

First, the original plan called for a total of more than 510 state and local participants to be trained. However, only 372 participant information forms and 380 training process forms were received (420 pre forms and 350 post forms). While some training remained to take place late in June and in July, considerably more than half of the training had occurred by the time of data tabulation (mid-May). Thus, unless 510 people attended the workshops and one-third did not return the forms, it appears that the project did not reach the number of people as planned. It would appear that for various reasons we were about ninety persons short of our goal.

Second, most of the participants were professional educators. Very few indicated their primary position as representative of a parent (28), elected official or staff member of one (16), religious group (16), employee of a private business or representative of a labor union or group (4), representative of a service club (13), employee of a total public agency (32), homemaker (36) or private consultant (38). Thus, relatively few community and lay persons became involved in the training process.

Third, this project has at its heart the purpose of community planning and action. Yet, only seventy checklists for action plans were submitted. On the average, only eight people were trained in each state. What sort of impact will this have on states such as New York, Texas, California and Alaska? Will communities actually continue the multiplication of trainers; and, more importantly, based upon these limited numbers of participants, will career guidance programs actually be created in communities?

Finally, the overall question of follow-up is imminent. Clearly, competencies as well as materials did not reach full levels of development in all areas. The training process itself was extremely well received and reported; however, the actual development of skills and likelihood of future creation of community programs remain in question at this stage.

CHAPTER IV

Conclusions

Due to the diverse nature of the objectives established for this project, the most reasonable means of stating conclusions is to discuss them within the context of each separate objective. This information is presented below.

Objective 1: To systematically identify and characterize the relevant provisions of titles of P.L. 94-482 and other selected federal and state legislation affecting guidance.

Conclusions

It is important to note that this objective was treated as priority throughout the project period. We utilized the expertise of the American Vocational Association (AVA), state supervisors of guidance and key members of the Government Relations Committee of the American Personnel and Guidance Association in the selection and analysis of legislation, rules and regulations and state plans and procedures. The resultant module appears to be highly valued in that it has been rated by our regional and state trainers as the most unique and useful competency module of the project set. Over 1,000 modules have been printed and distributed to persons involved in the project. In addition, we have received calls from the National Governors' Association, NOICC, SOICC directors, CETA leadership, job service leaders and project directors in the areas of corrections, Indian education, special education and the handicapped.

The legislative analysis would have been improved with additional time and resources. Once the researchers were in the process of accomplishing the tasks, the magnitude became apparent. The sheer size and volume of the federal laws and support documents alone was a project in itself. It was for this reason that too little effort was applied to the state legislative analysis which resulted in very limited output.

In essence, the project concluded that there indeed are numerous explicit and almost unlimited implicit references to career guidance, counseling placement follow-up and follow-through programs and services within each and among all of the eleven laws studied. It also became evident that it is difficult to easily trace the effects of federal laws into each of the states. The problems we faced were identifying and gaining commitments from those individuals at the state level who knew something about and/or worked with the law as it was being implemented or translated through state plans or policies. We tried to work through knowledgeable state supervisors of guidance but it became apparent that their range of involvement and knowledge was limited to only educational laws.

In summary, a more comprehensive effort needs to be directed at the state level legislative issue with the possibility of utilizing a few case studies rather than attempting a national profile. In addition, there are numerous other federal laws, especially those that are not educationally focused, that should be analyzed in any future material revisions.

Objective 2: To identify planning, developing, implementing and accounting competencies required of career guidance personnel.

Conclusions

The project has made very credible advances towards the identification of a credible set of entry level and most critical competencies needed by a diverse set of guidance providers. The literature examination for competencies was most complete and has basically been supported by consultants, professional association leaders and personnel involved in the project.

A second most significant advancement has been the development of training units related to each of the identified 218 competencies. In this way, persons who are responsible for training at either the preservice or inservice level can select training related to learner needs.

Ideally, these competencies should have gone through a more intense national credibility review but time or resources did not allow for such research.

In summary, the project has provided the field a credible list of competencies and related self-assessment and training program materials. It is believed that these materials relate to the needs of personnel employed in educational settings, CETA, job services, industry, business, labor and other groups that provide guidance services.

Objective 3: To identify, select and describe existing career guidance program materials in relationship to competencies required by guidance personnel.

Conclusions

The project conducted a very credible national search in an attempt to identify available competency-based materials. While it became obvious that most commercial, state and local materials have not been developed around specific competencies, we did develop a procedure to draw useful relationships.

The most useful function of this national search was how these materials influenced the numerous project module authors. Each author received and was asked to use extensively up to fifteen products in the competency area being considered. A careful reviewer of all project modules, thus, will find a significant influence of these materials in the text and training lessons.

Additionally, several of these products were selected, purchased in quantity and provided as module support materials to all national and regional trainers. This effort will be more completely described within the conclusion section listed as Objective #6.

If such a search were to be conducted again, it would be recommended that:

- o a computerized literature search should be included as a technique to identify pertinent resources
- o future projects call for a competency-based document of abstracted

materials. This handbook of annotated products would serve as an excellent resource to program planners and training leaders.

Objective 4: To develop and disseminate a general audience project brochure and information materials.

Conclusions

In addition to articles published in APGA's tabloid, Guidepost, and AVA publications, project staff designed and produced a project factsheet in newsletter format. Project information, including support, organization, purposes and expected outcomes were described fully in the factsheet.

The factsheet was the source of many inquiries staff received about the project. It was an extremely effective means of communicating to concerned individuals about project information. The strongest indicator of this effectiveness was the continual demand for the newsletter. To meet the demand, project staff made two unscheduled printings of the newsletter which raised the total dissemination effort to approximately 7,000 mailings.

It can be concluded that the newsletter method for communicating project activities be continued and that future printings be doubled. It was also found that the mailing list should be expanded to include more non-educational institutions.

The general audience brochure was dropped from the project's scope of work due to a lack of financial resources.

Objective 5: To develop project training handbook.

Conclusions

Operating within the conceptual framework of planning, supporting, implementing, operating and evaluating, the project staff developed 218 guidance programming competency statements. These are subsumed under forty-two competency areas (e.g., identifying and planning needed changes, team building,

providing consultations) which, in turn, are categorized within the five domains and may serve a number of client groups (e.g., youth, adults, drug abusers, the elderly) in a variety of settings.

Based on the final set of competencies, a set of thirty-one guidance training modules were produced. Each module presents one to four competency areas and is a self-contained training handbook for the competency area which it addresses. Each module contains explanatory text, appropriate references to additional materials, individual and group learning experiences and a glossary. The modules packaged in appropriate groupings represent the training handbook.

To accomplish the development of the thirty-one guidance training modules, the project utilized twenty-four approved special project consultants to assist in module development.

To assure quality module development, the following steps were taken.

1. A set of module development guidelines was prepared and used by all developers.
2. A staff member was assigned to coordinate each module.
3. Weekly phone communication with authors was conducted.
4. Four modules were reviewed by non-project staff at the National Center.
5. A module editor was hired.
6. An evaluation expert, Dr. Richard Gustafson, reviewed all modules to assure quality and continuity of all evaluation sections.
7. An inservice training expert, Dr. Earl Moore, reviewed the training section of all modules using a set of criteria and guidelines.
8. All modules were reviewed by the project's twenty-five pilot test team members and revision data were collected.

9. All modules were tested at the National Training Workshop and revision data were obtained.

Lastly, it was decided to develop a 32nd module for use specifically by the trainers. The Trainer's Manual was designed to help the trainer understand the total training package and to provide ideas on workshop pre-assessment, workshop planning, pacing and operation.

To date, a significant number of requests for the modules (1,100) has indicated the need for the modules in the field and the excellent quality of them. Therefore, it can be concluded that:

- o the use of expert authors in the development of modules is an effective method and should be continued in the future
- o the information included in the modules is timely and of interest to guidance personnel in a variety of settings
- o the modules were adequately pilot tested and the content of format presentation is useful and valid

In addition to the above conclusions, one recommendation regarding module development is appropriate. Module authors need to have an initial orientation and/or deadline meeting as opposed to communicating totally via mail. Formating and purpose are most critical and all developers need to be clear and consistent on these issues.

Objective 6: To develop and package training support materials.

Conclusions

As reported earlier, six (6) products were selected from the results of our national product search (Objective 3) to be purchased and disseminated to the project's national and regional trainers. These materials were reflective of the realization that materials exist that are most appropriate to the competencies selected by the project. In those modules related to the selected

support materials, development was based upon expanding the knowledge provided in order to not duplicate past developments. In essence, the modules related closely to the support materials through a full set of references.

Secondly, the project staff concluded that an overall project orientation media piece was needed. This was decided because the project was serving numerous non-professionally trained guidance providers. The resultant slide/tape presentation fully describes the project purposes and how guidance and counseling could best be delivered to a wide range of audiences based upon their unique needs.

As a result of the testing and use of this slide/tape presentation, we conclude that:

- o the use of the slide/tape is an effective technique in training
- o the slide/tape was adequately tested and its content and approach are valid
- o the decision to produce a professionally developed high quality filmstrip was sound and cost-effective

Objective 7: To pilot test handbook and training materials.

Conclusions

The pilot test involved twenty-four (24) participants from the greater Washington, D.C. area who had working knowledge and skills in career guidance programs and information. The original twelve (12) occupational categories of participants were expanded to include recommendations by the Project Advisory Committee. Those categories were:

- o State Department Educational Coordinator
- o Community College Dean for Student Services
- o University Assistant Dean, College of Education and Human Ecology
- o Private Management Consultant
- o DOL - sponsored Program Director
- o Marketing and Distributive Education Supervisor

- o Career Education Specialist
- o High School Counselor
- o Community Career Counselor
- o CETA Counselor
- o County Government Research Specialist
- o Regional PTA Coordinator
- o Regional Guidance Administrator
- o Minister/Guidance Association President
- o University Professors
- o School District Assistant Director of Guidance
- o Public School Guidance Consultant
- o High School Principal
- o University Researcher in Counseling and Personnel Services
- o Doctoral Student/Research Assistant
- o Vocational Teacher

The pilot tesing period ran approximately one week. The participants met for a full day of orientation and did independent reviews of materials during the following week. They then reconvened for a half-day session. While the original plan was to review training methodology as well, the pilot test consisted mainly of a review and critique of key project materials, primarily certain modules, the training manual and the slide/tape presentation.

Module Review and Critique

Overall, the comments were extremely favorable. Repeated remarks were made relative to the relaxed, open atmosphere of the training and of the enthusiasm, organization and skilled control of the trainers. Some concern was expressed for the lack of time and the procedure for assigning modules--many felt that the factor analysis/matrix, based heavily on preference, wasted too much time and energy--and that direct assignments should have been made. Very positive thoughts were expressed concerning the preparation and structure of the workshop and the achievement of the objectives. In all, as the ratings indicate, the training process received very high marks.

In general, several results and conclusions can be made as follows:

- o The basic handicap faced in the pilot test was the late arrival, and in some cases the absence, of certain training modules scheduled for

review. Last-minute maneuvers such as printing and mailing necessitated quick thinking and replanning. This situation led to the rather cumbersome approach to module distribution (based heavily on preference as opposed to originally planned assignments).

- o Timing presented a second limitation in that the group did not have an opportunity (except for one exercise) to test training methodology--no time was available, for instance, to experiment with learning experiences in the modules. Also, timing was a problem for many pilot-testers in that a week was inadequate for the amount of work involved in the review/critique, at the careful level of attention which they wanted to devote.
- o A tremendous amount of information and recommendations were received in both written and oral forms. During the week of review, the pilot-testers wrote extensive comments in the margins and all over the materials (modules, Trainer's Manual, slide/tape script). The review forms were filled with valuable assessments which enabled the compilations and revision plans to be done.
- o During the three-group rotation sessions on the second Friday, a great deal of feedback was received through discussions among participants and staff. In addition, through this group interchange, critical feedback and recommendations were recieved concerning the materials in relation to training design and methodology.

A conclusion can be drawn as to the pivotal impact which the pilot test made on the project. An extremely comprehensive and expert analysis was done of materials, and to a lesser degree, training procedures. Important discoveries as to the need for change were made and valuable advice as to the content of that change was provided.

Objective 8: To conduct a national workshop.

Conclusions

A list of potential national trainers was compiled. Individuals from the North Atlantic, Southern, Midwestern and Western regions of the country were included. The qualifications of each nominee were reviewed in comparison to established criteria.

Twelve (12) national trainers and two alternates were selected. Next, APGA obtained commitments from each trainer for the duration of the project.

The national workshop was held in November 1979. The major goal of the workshop was to expose the trainers to important project materials and available resources which would aid them in organizing and conducting four regional workshops.

It is concluded that:

- o future workshops should be extended in length or time reallocated to enable participants to delve into workshop/project materials and resources
- o continual efforts should be exerted to ensure that educators do not dominate a project which is targeted to a variety of populations
- o the use of national trainers to facilitate and monitor regional workshops is an effective quality control technique. Consideration should be given to the use of national trainers at each level of training.

In essence, the concept of a national franchising of trainers, beginning at the national level, is a most acceptable technique. It was because of the national trainers' credibility and expertise that much of the project's effectiveness can be attributed.

Objective 9: To conduct four regional workshops.

Conclusions

Criteria were established for the selection of regional trainers. A list of possible participants was compiled by the American Personnel and Guidance Association training coordinator.

Resumes and other pertinent information on each potential regional trainer were arranged by state (two trainers were selected from each state). The qualifications of each potential regional trainer were reviewed against the established criteria. The top two individuals for each state were identified as tentative regional trainers.

In essence, the conclusion was that the use of a regional franchise concept was most effective. In this way, the most expert state representatives could be capacitated to become full advocates and agents for such a project. Like the national trainers, the regional representatives were the spine of the project. Without their commitment and expertise the project would have failed its expectations.

Objective 10: To conduct and evaluate state level workshops.

Conclusions

Without question, the three-phase train the trainer approach to national training goals within a limited time frame and budget is very effective. During the process, the design contains opportunity for each person to build their competence because they continue to learn in each successive training step in which they are involved. Besides increased competence in training methodology and the substance of the training modules, the design also provides for career guidance program advocacy because each trainer is put in a position of selling concepts and practice to their learners.

On the other hand, if the project intent was high level training in each of the competency areas, the design, as used, failed. First of all, by using

a franchise of trainers, varying degrees of commitments and expertise are reflected in each workshop. It is possible that in some cases the trainer knows less than the learner about some aspects of the material being taught. This problem is expanded each time the next level of training is conducted. In addition, the concentration of effort ends up being on learning and practicing training techniques leaving little time for competency building on the career guidance program content areas.

This same conclusion is offered in relation to workshop evaluation. Rather than having a systematic control of the introduction of evaluation purposes, administrative methods and data analysis requirements, all evaluation was placed in the hands of regional and state trainers. Sharing evaluation responsibilities with over ninety persons is bound to cause inconsistencies in the data reported. Ideally, a project staff person would have been at each training site and provided the quality control.

The true test or final conclusion(s) concerning the objective could only be formed after one to two years after the project termination. The primary purpose of the objective was to build 626 trained and readied individuals and 102 teams that would promote and cause a great ripple training effect over time. We see evidence that the action plans developed by each team are now being implemented. It is too early to determine if these plans are fully implemented and/or expanded plus determining what effect this new training is having.

Objective 11: To conduct a national dissemination workshop.

Conclusions

Initially, project staff planned to conduct one (1-2 day) national dissemination conference. However, since this objective had very few dollars attached to it, it was expected that each person attending would pay all of

his/her expenses.

After considerable study, an option was developed to assure broader dissemination and involvement at the same cost. Basically, the plan was to take the dissemination effort to the proposed audience rather than have them travel to us at their expense. The project staff identified national forums where key people typically meet and obtained space on their programs. The following list represents the sites and dates of the dissemination conferences.

Association	Convention Site	Date
American Vocational Association	California	December 1979
American Personnel and Guidance Association	Atlanta	March 1980

The agenda included such topics as (a) an overview of the project's scope of work; (b) the handbook contents; (c) the results of the national, regional and state training workshop; (d) how the project's training materials could be used by the participants; (e) first steps on how participants can facilitate the improvement of career guidance programming and (f) recommendations for action in the eighties.

Based on the evaluation data from the dissemination workshops, the following conclusions can be drawn:

- The workshop method was an effective method for communicating project activities to individuals representative of various backgrounds and locales.
- Widespread dissemination of information materials is necessary to effect broad participation.
- The use of existing conferences as a forum for communicating project activities is a cost-effective method for dissemination activities.

- o Dissemination workshops are an effective technique for generating interest in project products.

Objective 12: To evaluate effectiveness of project processes and products.

Conclusions

Insufficient attention was given to project evaluation. This mistake was based upon a misunderstanding of the complexity of the training design which included four levels of personnel; (a) pilot testers, (b) national trainers, (c) regional trainers and (d) state level team members. The evaluation designed called for pre and post self-assessments of competency, reactions to their training experience, reactions to training materials and rating of the state teams' action plans. Realizing that data collection was the responsibility of national and regional trainers and that we were dealing with over sixty training sites, quality control was limited.

In the future, projects should develop greater control techniques to assure more complete compliance to evaluation procedures. In addition, additional follow-ups should be performed in order to collect a more complete complement of data.

Lastly, the true test of project effectiveness is what occurs after training. This is especially true within a project which is designed to develop future Action Plans. Future projects should include a post-post test evaluation task so that impact data could be collected twelve to twenty-four months after the completion of any project effort.

Objective 13: To utilize national advisors and consultants.

Conclusions

A group of outstanding individuals representing various agencies and organizations were identified and approved to serve as the National Advisory

Committee for this project. The committee met three times during the course of the project and provided input on critical issues.

Special consultants were employed at various times during the project, specifically, to review the development of competency statements and to develop the competency-based modules.

It is concluded that the use of such committees and individuals representing a wide range of interests in career guidance was an effective means of providing direction to project and coordinating activities. Furthermore, the use of selected consultants was crucial in achieving, in a comprehensive manner, the designated scope of work.

Objective 14: To prepare quarterly, annual and final reports for USOE.

Conclusions

The quarterly reports were comprehensive and submitted as scheduled. This final report represents the compilations of all interim reports and evaluation data. It is concluded that this project resulted in valuable research and development knowledge relative to the planning, supporting, implementing, operating and evaluating of comprehensive career guidance programs.

CHAPTER V

Future Recommendations

A project of this magnitude always results in a certain number of insights and recommendations for future research, development and training. This project is no exception.

By convening leaders from national, regional, state and local educational, labor, business and other community agencies, the project provided opportunities for all involved to make suggestions for improving and/or expanding programs of career guidance.

These recommendations should be seen as reflecting the thoughts of various independent groups. They are clustered into six categories: (1) preservice and inservice for guidance personnel; (2) certification; (3) testing of competency materials in varied settings; (4) future use of trained trainers; and (5) materials dissemination.

Preservice and Inservice for Guidance Personnel

Counselor Education Preservice Programs: While the project involved a number of counselor educators at various levels of training, it is doubtful that little change will result in the current counselor education programs. These involved individuals participated as concerned professionals, not as representatives of their universities. Because the use of competency-based training and the concept of career guidance as a program has not been emphasized in masters and doctoral programs, it is recommended that counselor educators and others who train guidance personnel receive special training. Special workshops and meetings sponsored by the Office of Vocational and Adult Education in cooperation with the American Personnel and Guidance Association,

the Association of Counselor Educators and State Supervisors, National Vocational Guidance Association and the Guidance Division of the American Vocational Association, is suggested as a viable approach.

In addition, the concept of integrating dimensions of such a career guidance program training effort with teacher education training programs should be examined. If career guidance is to be fully realized in our nation's schools and other educational settings, teachers and guidance personnel must learn how they can and should help each other in providing improved guidance to their clients.

Counselor Education Inservice Programs: Another recommendation for the improvement of current counselor educators is the establishment of counselor trainer internship programs. Such an internship program will keep practicing counselor trainers current with changing issues, research, technology and methodology. Through a wide variety of infield type learning experiences, key leaders would gain a broad exposure to the total process of developing and using competency-based teaching methods and would acquire an appreciation of the value and uses of such techniques. These interns then could be used as role models and demonstrators on a state and regional level.

Certification

National Study: A national study should be conducted to determine in each state the levels and types of certifications now required. The study should examine not only state departments of education and vocational education, but other groups like employment security, military, CETA, rehabilitation, special education, corrections, etc. The results of such a study would determine not only what exists in the area of career guidance but also identify areas of weakness that should be given federal level priority.

In addition, an update study of counselor education training materials related to certification requirements and related competencies should be conducted.

Changing Certification: Certification of guidance personnel should be improved, where necessary, to include increased competency in career development by requiring competency-based counselor preparation programs. Likewise, recertification should require such programs and experiences. Increased communication and cooperation should be developed between the Department of Education and state agencies in the improvement and implementation of certification standards for guidance personnel that reflects the forty-seven competency areas of this project. Additional impact on such certification requirements could be made through the organized influence exerted by professional associations and the nation's accrediting agencies.

Testing of Competency Materials in Varied Settings

Counselor Education: It is recommended that a project be considered which would allow the competency-based training materials to be tested out as both a masters level curriculum and a doctoral level curriculum. Several (three to five) leading counselor education institutions could serve as demonstration sites. The primary purpose of this research would be to determine several points:

1. How complete is the content related to current graduate school requirements?
2. How complete and appropriate are the learning experiences in the modules?
3. How adequate are the pre/post assessment procedures, instruments, etc?

4. To what extent can incoming students be assessed and a competency-based learning plan be developed and carried out?
5. What dimensions of a total training program are missing from the package and what are the recommendations for future research and development?
6. What is the receptivity of counselor educators towards the concept of competency-based counselor training?

Non-School-Based Guidance Training: Considering that persons who provide guidance in the military, correctional settings, job services, CETA, etc., often do not gain their training in the traditional university setting, the competency materials should be tested here. The developers considered these audiences but no true test has been made with any significant numbers of these individuals. It is recommended that at least two different modes of training be considered. The first test could be at the preservice level and would represent a full time solid block approach (three to five months). The curriculum design would need to fit into the certification requirements of the group(s) involved. Secondly, at the inservice level a twelve-month part-time upgrading design could be applied. Again, the curriculum may need to be modified considering the current level of student expertise and the degree of training required by such groups.

In essence, this national test could determine the effectiveness of the materials at the non-school-based personnel level as well as determining what aspects of the competency package needs to be modified or expanded.

Future Use of Trained Trainers

Follow-Up: The Office of Vocational and Adult Education should plan to follow-up the 700 persons involved in this project to determine what they have

accomplished to date, what plans they have to use the materials and/or train others and determine their interests and availability to serve as trainers if opportunities were available.

Marketing of Trainers' Capabilities: It is also recommended that the names of those trainers who have suggested that they would like to continue their involvement be made available nationwide. A consultant directory could be developed and sent to those agencies which request it. Additionally, through the use of a toll free telephone hook-up, someone could perform the matching/brokering role.

It would appear that our 600 to 700 trainers have a diverse set of competencies, experiences and capabilities. This human resource would be most attractive and useful to a wide range of agencies. It is recommended that the following audiences should be contacted:

1. Employment Security--regional, state and all local offices
2. CETA - DOL--463 prime sponsers, all YETA and WIN directors
3. Corrections--federal, regional, state and all major institutions
4. Military--key persons in each of the five branches of the armed forces
5. Business--educational directors of over 500 businesses (directory already available)
6. Native Americans--100 agencies representing various Indian tribes and reservations
7. Special Education--state directors
8. Rehabilitation--state directors
9. Educational Cooperatives--1600 intermediate agencies in thirty-seven states
10. Educational Guidance and Career Education--state directors, large city directors, selected counselor educators, major project directors and

post secondary institutions

11. Higher Education--selected private and public colleges and universities
12. Special Interest Groups--PTA, Chamber of Commerce, scouts, Rotary, Sertoma and Urban League

State Agency Networking: An attempt should be made to work closely with several key agency personnel in each state in order to have them understand the capabilities possibilities and resources contained in the teams organized in their areas. Several well-developed methods of utilization should be sent to these persons. A key technique recommended would be to suggest how the state agencies should organize to utilize these resources. Ideally, it would be most effective if a project staff person could meet with some/all of these newly created state teams in order to develop special utilization plans. Then, through the use of newsletters, hot lines and special technical assistance, project staff could keep these teams alive and effective.

Materials Dissemination

There seems to be a ready market for a quality set of competency-based career guidance program materials. This has been evidenced by the sale of 1,900 modules without marketing and the letters from an additional 500 persons requesting information about material purchase. To date, the materials have not been marketed outside those persons involved in the project.

It is recommended that the following methods of marketing be considered and supported:

1. Examine the potential of a commercial firm repackaging and selling the materials
2. Develop a technical assistance package for those persons interested to go along with major institutional or agency purchase

3. Advertising should be sponsored in numerous professional and business magazines and journals
4. A professional multi-page/fold marketing package should be developed and distributed by mail, at state and national meetings and through state agency dissemination methods

Summary

These recommendations are but a few of the many potential ways in which the Office of Vocational and Adult Education could take full advantage of past project accomplishments. History is clear that all major change methods such as competency-based training for guidance personnel need constant support, nurturing and resources. There is the fear that without a continued demonstration on the part of the federal office, many of the excellent studies taken to date will lose their impetus. The down payment has been made to the concept of competency-based training and the federal office needs to continue its mortgage investments.